



BELLE HALL ELEMENTARY

385 Egypt Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	813 Students	
Principal	Kevin Conklin	843-849-2841
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

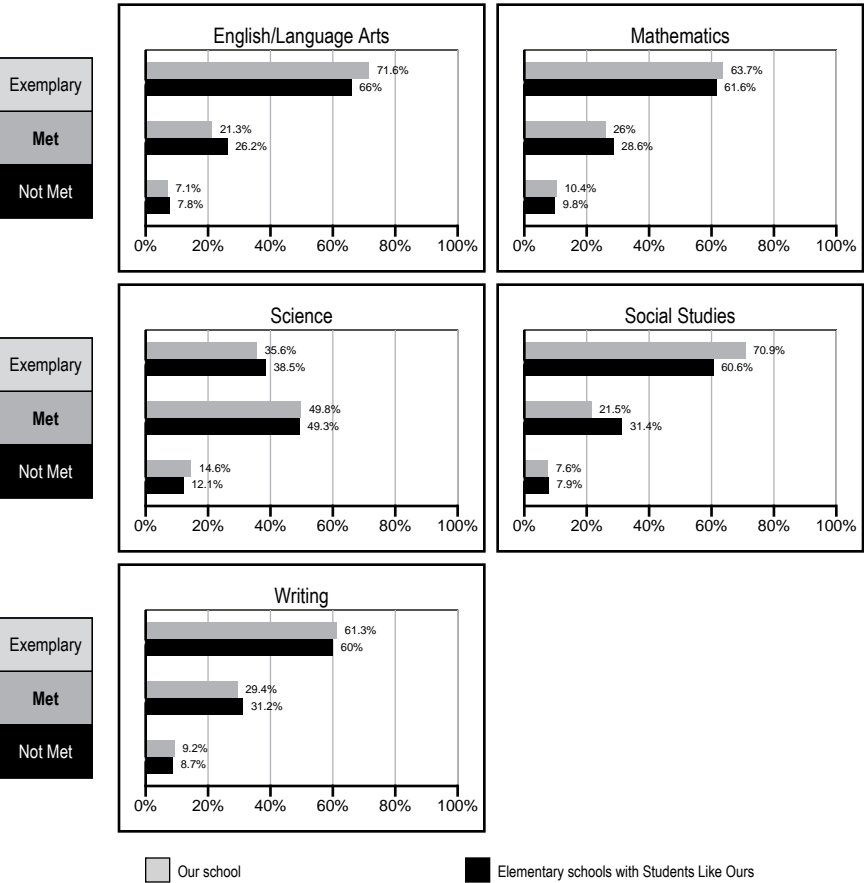
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=813)				
First graders who attended full-day kindergarten	94.2%	Down from 95.6%	100.0%	100.0%
Retention rate	0.9%	Up from 0.7%	0.5%	1.1%
Attendance rate	96.7%	Down from 96.8%	96.7%	96.2%
Served by gifted and talented program	41.3%	Up from 30.4%	35.4%	13.4%
With disabilities other than speech	2.3%	Down from 3.5%	2.4%	4.1%
Older than usual for grade	0.2%	Down from 0.3%	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	60.8%	Down from 62.5%	68.8%	62.5%
Continuing contract teachers	86.3%	Down from 97.9%	89.6%	88.2%
Teachers returning from previous year	93.5%	Up from 92.6%	88.3%	87.8%
Teacher attendance rate	96.8%	Down from 97.6%	95.1%	95.2%
Average teacher salary*	\$49,396	Down 4.5%	\$49,087	\$46,773
Professional development days/teacher	4.0 days	Down from 6.5 days	10.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.1 to 1	21.8 to 1	19.9 to 1
Prime instructional time	93.4%	Down from 94.2%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	99.9%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,388	Down 4.8%	\$6,529	\$7,447
Percent of expenditures for instruction**	72.2%	Down from 78.1%	70.4%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Down from 74.6%	69.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

This report card data reflects PASS results and School Climate Surveys of parents and students in grade five for the spring of 2011. Belle Hall Elementary (BHE) is proud of the students' performance and achievement on the PASS. We continue to place academics and student achievement as priorities as we focus on teaching the South Carolina Curriculum Standards in preparation for success on the Palmetto Assessment of State Standards (PASS) exam. The school provides a safe and nurturing environment promoting character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Belle Hall is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff and community. BHE received the 2010 Palmetto Gold Award, which is based on exemplary student achievement. This is our tenth consecutive year for this distinction. Thank you to everyone who supported us in pursuit of these goals!

Belle Hall Elementary's mission is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. The school's ethnically diverse population of 829 students in grades Child Development through the 5th grade has an enrollment of 79% white and 21% non-white students. Instructional programs include various special education services, Gifted and Talented, fine arts, technology, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance. Students may also participate in swimming, tennis and basketball among other extracurricular activities. Students in 3rd through 5th grades may qualify for the Gifted and Talented program. This year 40% of our children participated in this program. Efforts are consistently made to provide additional resources to classrooms challenged with increasing student-teacher ratios. In 2010-11, average class sizes were 21:1 in kindergarten, 20:1 in first grade, 24:1 in 2nd/3rd grades and 26:1 in the upper grades. Teacher turnover is rare at Belle Hall and the majority of teachers holds a Master's Degree or above. Belle Hall teachers currently average greater than 20 years of teaching experience, with six holding National Board Certification. Adequate time for teacher planning and training remains a challenge to meeting the needs of students.

The Belle Hall journey to support all children and enable them to be successful, fulfilled learners continues.

Mr. Kevin Conklin Mrs. Cindy Wedholm
Principal 2010-11 SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	114	91
Percent satisfied with learning environment	100.0%	90.3%	94.4%
Percent satisfied with social and physical environment	100.0%	90.3%	94.4%
Percent satisfied with school-home relations	100.0%	93.8%	89.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	377	99.5	6.8	21.4	71.8	95.6	83.1	82.4	Yes	Yes
Gender										
Male	205	99.5	8.1	25.4	66.5	95.9	79.9	78.7	N/A	N/A
Female	172	99.4	5.4	16.7	78	95.2	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	295	99.3	2.8	18.8	78.4	97.9	94.8	88.9	Yes	Yes
African American	65	100	25.8	37.1	37.1	85.5	71.9	72.9	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	96.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	24	91.7	66.7	19	14.3	52.4	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	6.3	12.5	81.3	93.8	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	26.3	38.6	35.1	84.2	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	377	99.5	10.1	26	63.8	93.2	82.8	81.9	Yes	Yes
Gender										
Male	205	99.5	10.7	27.4	61.9	92.9	81.1	79.9	N/A	N/A
Female	172	99.4	9.5	24.4	66.1	93.5	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	295	99.3	5.9	23	71.1	96.2	94.9	88.9	Yes	Yes
African American	65	100	30.6	43.5	25.8	79	70.9	71.4	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	97.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	24	91.7	71.4	14.3	14.3	38.1	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	6.3	6.3	87.5	93.8	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	31.6	45.6	22.8	75.4	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	----------------------------------	----------	-----------	-------	-------------	------------------------------	--------------------------------	-----------------------------

Science

All Students	242	99.6	14.6	49.8	35.6	85.4	69.2	68.6
--------------	-----	------	------	------	------	------	------	------

Gender

Male	136	99.3	13.5	48.9	37.6	86.5	68.4	68.3
------	-----	------	------	------	------	------	------	------

Female	106	100	16	50.9	33	84	70	68.9
--------	-----	-----	----	------	----	----	----	------

Racial/Ethnic Group

White	189	99.5	5.9	53.2	40.9	94.1	90.4	80.7
-------	-----	------	-----	------	------	------	------	------

African American	42	100	54.8	38.1	7.1	45.2	48.4	51.4
------------------	----	-----	------	------	-----	------	------	------

Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.2	85.3
------------------------	---	-----	-----	-----	-----	-----	------	------

Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	61.6
----------	---	-----	-----	-----	-----	-----	------	------

American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
-------------------------	-----	------	-----	-----	-----	-----	----	------

Disability Status

Disabled	18	100	66.7	22.2	11.1	33.3	30.6	35.7
----------	----	-----	------	------	------	------	------	------

Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
---------	-----	------	-----	-----	-----	-----	-----	------

English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.4	60.7
----------------------------	---	-----	-----	-----	-----	-----	------	------

Socio-Economic Status

Subsidized meals	42	100	53.7	36.6	9.8	46.3	51.8	57.3
------------------	----	-----	------	------	-----	------	------	------

Social Studies

All Students	245	99.2	7.6	21.4	71	92.4	75.5	72.5
--------------	-----	------	-----	------	----	------	------	------

Gender

Male	131	100	8.6	22.7	68.8	91.4	74.4	72
------	-----	-----	-----	------	------	------	------	----

Female	114	98.3	6.4	20	73.6	93.6	76.6	73.1
--------	-----	------	-----	----	------	------	------	------

Racial/Ethnic Group

White	191	99.5	3.2	20.9	75.9	96.8	91	81
-------	-----	------	-----	------	------	------	----	----

African American	43	97.7	25	27.5	47.5	75	60.4	60
------------------	----	------	----	------	------	----	------	----

Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	89
------------------------	---	-----	-----	-----	-----	-----	------	----

Hispanic	4	I/S	I/S	I/S	I/S	I/S	69	69.6
----------	---	-----	-----	-----	-----	-----	----	------

American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
-------------------------	-----	------	-----	-----	-----	-----	------	------

Disability Status

Disabled	16	93.8	57.1	35.7	7.1	42.9	36.9	40.5
----------	----	------	------	------	-----	------	------	------

Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
---------	-----	------	-----	-----	-----	-----	-----	------

English Proficiency

Limited English Proficient	10	I/S	18.2	9.1	72.7	81.8	70.5	69.7
----------------------------	----	-----	------	-----	------	------	------	------

Socio-Economic Status

Subsidized meals	40	97.5	28.6	28.6	42.9	71.4	61.8	62.9
------------------	----	------	------	------	------	------	------	------

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	123	100	9.2	29.4	61.3	90.8	75.8	73.2	96.7	96
Gender										
Male	72	100	10	37.1	52.9	90	70.7	67.2	96.5	95.9
Female	51	100	8.2	18.4	73.5	91.8	81.1	79.4	96.8	96.1
Racial/Ethnic Group										
White	96	100	4.3	28.7	67	95.7	90.8	81.5	96.6	96.1
African American	23	100	33.3	38.1	28.6	66.7	61.3	61.3	96.8	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	97.6	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	26	95.2	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.6	96.3
Socio-Economic Status										
Subsidized meals	20	100	35.3	41.2	23.5	64.7	62.2	63.2	96.1	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	108	100	10.6	13.5	76	89.4
	4	119	100	8.8	30.7	60.5	91.2
	5	113	100	5.5	23.9	70.6	94.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	142	99.3	4.4	11.7	83.9	95.6
	4	111	100	10	26.4	63.6	90
	5	124	99.2	6.8	28	65.3	93.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	108	100	19.2	25	55.8	80.8
	4	119	100	9.6	30.7	59.6	90.4
	5	113	100	3.7	18.3	78	96.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	142	99.3	10.2	29.9	59.9	89.8
	4	111	100	10.9	22.7	66.4	89.1
	5	124	99.2	9.3	24.6	66.1	90.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	53	100	21.2	38.5	40.4	78.8
	4	119	100	14	57	28.9	86
	5	57	100	7.4	53.7	38.9	92.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	70	100	21.4	45.7	32.9	78.6
	4	111	100	11.8	56.4	31.8	88.2
	5	61	98.4	11.9	42.4	45.8	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	55	100	13.5	25	61.5	86.5
	4	119	100	8.8	24.6	66.7	91.2
	5	56	100	7.3	12.7	80	92.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	71	100	2.9	24.6	72.5	97.1
	4	111	100	10	20	70	90
	5	63	96.8	8.5	20.3	71.2	91.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	108	100	15.4	15.4	69.2	84.6
	4	117	98.3	8	20.5	71.4	92
	5	112	100	6.4	13.6	80	93.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	123	100	9.2	29.4	61.3	90.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample